# Weekly Lesson Plan (Week at a Glance) – SY 25-26

**Teacher: Ms. Rani /Mr. Sharfudeen Subject: Physical Science Course: Science Grade: 11/12 Date(s): September 15–19, 2025**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Learning Target (LT) | Success Criteria (SC) | Activation of Learning (5 min) | Focused Instruction – I DO (10 min) | Guided Instruction – WE DO (10 min) | Collaborative Learning – Y’ALL DO (10 min) | Independent Learning – YOU DO (10 min) | Closing (5 min) |
| Mon (9/15) Families of the Periodic Table | LT: I can identify and describe properties of element families. | SC1: I can explain common characteristics of families.SC2: I can classify sample elements into correct families. | KWL Chart – Students list what they know/want to know about families. | Direct Instruction + Think Aloud – Teacher models identifying Alkali/Alkaline Earth trends. | Graphic Organizer (Guided) – Fill in a family comparison chart together. | Jigsaw Strategy – Groups become 'experts' on one family and share out. | Select element cards and classify into families with short written justification. | Exit Ticket – 'Which family is most reactive? Why?' |
|  Tue (9/16) Lanthanides & Actinides | LT: I can locate lanthanides and actinides and describe their properties. | SC1: I can explain why these are placed separately.SC2: I can identify uses of key lanthanides and actinides. | Quick Write – 'Where do lanthanides/actinides belong in the table?' | Worked Examples – Teacher demonstrates placement and electron configurations. | Reciprocal Teaching – Groups summarize, question, predict uses of these elements. | Collaborative Annotation – Highlight/annotate a reading on lanthanide/actinide applications. | Independent Graphic Organizer – Create a Venn diagram comparing lanthanides vs actinides. | One-Minute Summary – 'Explain in 1–2 sentences why these rows are separated.' |
| Wed (9/17) Trends in the Periodic Table | LT: I can analyze periodic trends (atomic radius, electronegativity, ionization energy). | SC1: I can explain how properties change across periods and down groups.SC2: I can apply trends to predict element behavior. | Anticipation Guide – Students respond T/F to trend statements. | Modeling with Anchor Charts – Teacher creates live chart showing trends. | Error Analysis – Correct flawed student reasoning on trend predictions. | Team Problem Solving – Groups predict properties of 'mystery' elements based on position. | Performance Task – Individually graph trends and write analysis. | 3-2-1 Summary – 3 trends learned, 2 examples, 1 question left. |
| Thu (9/18) Review of Periodic Table | LT: I can evaluate my understanding of periodic families, trends, and special groups. | SC1: I can summarize key ideas across all lessons.SC2: I can explain periodic patterns with examples. | Engaging Video Prompt – Short clip on periodic discoveries with guiding Q. | Socratic Seminar – Whole-class discussion on importance of periodic organization. | Prompting & Cueing – Teacher guides deeper questions to connect topics. | Gallery Walk – Students rotate, reviewing posters/anchor charts of families & trends. | Independent Review Sheet – Practice questions with self-check rubric. | Peer Debrief – Turn-and-talk: 'What concept is most challenging?' |
| Fri (9/19) Quiz + Element Project Launch | LT: I can demonstrate mastery of periodic table concepts on a quiz and begin applying knowledge in a project. | SC1: I can answer quiz questions with accuracy.SC2: I can select an element and begin planning a creative project. | Do Now – Quick review Qs before quiz. | Assessment – Short periodic table quiz (families, trends, actinides/lanthanides). | Peer Feedback with Rubric – Partners check each other’s project proposal drafts. | Project Planning – Small groups brainstorm creative element presentation formats. | Independent Project Work – Begin researching selected element for project. | Revisit Learning Target – Self-rate understanding of the week’s content. |